



The Implementation of the Discovery Learning Model with Digital Media in Writing Narrative Texts in Elementary Schools

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ABSTRACT

Learning to write narrative texts in elementary schools still faces challenges, such as low student engagement and limited use of innovative learning media. In learning Indonesian, especially narrative writing skills, learning models and media that can foster critical and creative thinking skills are needed. This study aims to describe the planning, implementation, obstacles, and solutions for learning to write narrative texts using the digital media-based Discovery Learning model for fifth-grade students of SDN 01 Wonosari, Gondangrejo, Karanganyar in the 2024/2025 academic year. This study used a qualitative descriptive method. Data were obtained from teachers, students, and learning documents including teaching modules, activities, and evaluation results, through observation, semi-structured interviews, and document analysis. The sampling technique used purposive sampling, while data validation was carried out by triangulating sources and techniques. Data analysis used the interactive model of Miles and Huberman through the stages of data reduction, data presentation, and drawing conclusions. The results showed that learning planning was carried out by selecting interesting themes, utilizing digital media, and systematic evaluation and feedback. The learning process proceeded well, as evidenced by student engagement, the use of interactive digital media, and the systematic implementation of the Discovery Learning stages. Challenges included students' limited technological skills and teachers' time management, which were addressed through technical training and flexible scheduling. This study provides an overview of the implementation of the digital media-based Discovery Learning model in supporting students' narrative writing skills and emphasizes the importance of technological readiness and structured evaluation in the learning process.

Keywords: *Discovery Learning; Digital Media; Narrative Text; Elementary School*

ABSTRAK

Pembelajaran menulis teks narasi di sekolah dasar masih menghadapi tantangan, seperti rendahnya keaktifan siswa dan keterbatasan pemanfaatan media pembelajaran yang inovatif. Dalam pembelajaran Bahasa Indonesia, khususnya keterampilan menulis teks narasi, diperlukan model dan media pembelajaran yang mampu menumbuhkan kemampuan berpikir kritis dan kreatif. Penelitian ini bertujuan untuk mendeskripsikan perencanaan, pelaksanaan, kendala, dan solusi pembelajaran menulis teks narasi menggunakan model Discovery Learning berbasis media digital pada siswa kelas V SDN 01 Wonosari, Gondangrejo, Karanganyar tahun pelajaran 2024/2025. Penelitian ini menggunakan metode deskriptif kualitatif. Data diperoleh dari guru, siswa, dan dokumen pembelajaran yang meliputi modul ajar, kegiatan, serta hasil evaluasi, melalui observasi, wawancara semi-terstruktur, dan analisis dokumen. Teknik pengambilan sampel menggunakan purposive sampling, sedangkan validasi data dilakukan dengan triangulasi sumber dan teknik. Analisis data menggunakan model interaktif Miles dan Huberman melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa perencanaan pembelajaran dilakukan dengan pemilihan tema menarik, pemanfaatan media digital, serta evaluasi dan umpan balik yang sistematis. Pelaksanaan pembelajaran berjalan baik, ditandai keaktifan siswa, penggunaan media digital interaktif, serta penerapan tahapan *Discovery Learning* secara sistematis. Kendala meliputi keterbatasan penguasaan teknologi siswa dan pengelolaan waktu guru, yang diatasi melalui pelatihan teknis dan fleksibilitas pengaturan jadwal. Penelitian ini memberikan gambaran mengenai penerapan model *Discovery Learning* berbasis media digital dalam mendukung keterampilan menulis narasi siswa, serta menekankan pentingnya kesiapan teknologi dan evaluasi yang terstruktur dalam proses pembelajaran.

Kata Kunci: *Discovery Learning*; Media Digital; Teks Narasi; Sekolah Dasar

INTRODUCTION

The use of digital technology in education has driven significant changes in the teaching and learning process, particularly through interactive learning media that are familiar to students (Ramli et al., 2022; Hutahaeen et al., 2019; Hapsari & Pamungkas, 2019; Barokah & Sari, 2024). Digital media supports unlimited, task-oriented, and outcome-focused learning (Schubatzky et al., 2023; Damşa et al., 2021; Xu et al., 2024). In Indonesian language learning, particularly in narrative writing skills, models and media that foster critical and creative thinking are required (Lestari, Widayati & Nurnaningsih, 2024). Digital media has been proven to enhance literacy and meaningful learning (Suryanti et al., 2024), and culturally-based educational media such as *wayang* can also be utilized to enrich the learning experience of elementary school students (Pratiwi et al., 2024).

The development of interactive learning media is not only beneficial for Indonesian language subjects but also contributes to improving university students' English language skills (Nugrahani & Yuli, 2023). In line with this, the use of digital platforms such as Google Sites has been proven to increase students' motivation in learning Indonesian, as it provides a more engaging and interactive learning experience (Wahyudi et al., 2023). Digital-based learning can also be integrated with a multicultural approach in language and literature education, enabling students to better understand diversity in a digital context (Kurniawan et al., 2024). Furthermore, the development of digital media such as the e-LKPD Liveworksheet has been shown to improve student learning outcomes through HOTS-based (Higher Order

Thinking Skills) questions, which encourage students to think more analytically and critically (Septonanto et al., 2024). In addition, three-dimensional representations of children's songs can also be utilized as effective character education media, helping students grasp moral values through a more visual and interactive approach (Widayati et al., 2024).

Discovery Learning is a learning model that emphasizes the exploration and discovery of concepts by students independently (Sari, 2024; Santiani et al., 2024). This model encourages students to be actively engaged in the learning process by utilizing media that can facilitate their understanding of the material being taught. The steps in the Discovery Learning model include: (1) Stimulation, (2) Problem Statement/Identification, (3) Data Collection, (4) Data Processing, (5) Verification, and (6) Drawing Conclusions/Generalization. Through these steps, students are expected to gain a deeper and more constructive understanding of the material studied. In the context of learning to write narrative texts, the use of digital media plays a role in enriching the learning experience and motivating students (Sari, 2024). This study focuses on the implementation of the Discovery Learning model with digital media in narrative text writing skills for elementary school students.

Writing is a language skill that often poses challenges in elementary school learning because it requires high concentration, in-depth knowledge, and alignment of the material with learning needs (Anggita et al., 2022). One type of material that can be developed through a discovery-based approach is narrative text, which aims to convey events sequentially to stimulate the reader's understanding and imagination (Winusari et al., 2018; Didipu, 2020). Narrative texts are effective in developing students' critical and creative thinking skills, as writing them requires organizing ideas, events, and characters in a logical and engaging manner (Wulan, 2021). In this regard, problem-based learning models supported by audio-visual media can enhance writing outcomes, including in narrative texts (Lestari et al., 2024).

Writing instruction in elementary schools still faces gaps, particularly in students' ability to develop ideas relevant to daily life into engaging and communicative narrative texts (Nabila Salwa, 2023; Gani et al., 2024). Difficulties in constructing coherent sentence structures, low motivation, and the dominance of conventional models also affect the quality of students' writing siswa (Fahrudin et al., 2021; Anjelita et al., 2023; Taukit et al., 2023). These issues reflect the real conditions in various elementary schools and highlight the importance of implementing innovative learning models. Therefore, this study examines the use of the Discovery Learning model based on digital media as an effort to help fifth-grade students at SDN 01 Wonosari Gondangrejo Karanganyar overcome the challenges of writing narratives more effectively and meaningfully.

This research is important as a response to the demands of 21st-century learning, which emphasizes the 4C skills—critical thinking, communication, collaboration, and creativity (Pribadi et al., 2022). The Discovery Learning model encourages active student engagement through independent exploration and concept discovery, thereby developing critical and creative thinking skills (Anggraini, Arista, 2020; Harla et al., 2023; Rihayati et al., 2021). On the other hand, digital media such as videos, interactive applications, and visual presentations can increase students' interest and understanding of the material (Tawil & Dahlan, 2021). The use of digital media in this learning model is considered capable of bridging students' digital needs and supporting more meaningful learning, particularly in writing structured narrative texts.

Previous studies relevant to this research show that the Discovery Learning model is effective in improving student learning outcomes (Karimah et al., 2023). The findings of Lieung (2019) indicate that the implementation of the Discovery Learning model with digital media effectively enhances elementary school students' narrative text writing skills by promoting active engagement and better understanding of the structure and elements of narrative texts. Research by Rahmawati (2024) shows that the use of innovative media such as the Smart Pop-Up Book within the Discovery Learning model also improves students' writing skills. Nasution's (2020) study further reveals that the Discovery Learning model assisted by the Wemoji application can improve students' ability to write simple descriptive texts, which is potentially relevant to the development of narrative text writing skills. Rahmayani et al., (2024) recommend proper and effective narrative text writing techniques using a learning process that follows the syntax of the Discovery Learning model. The integration of the Discovery Learning model with digital media fosters student engagement and facilitates access to and visualization of learning materials, making this study relevant as a contribution to improving Indonesian language learning in elementary schools.

The novelty of this research lies in the collaboration between the application of the Discovery Learning model and digital media in the context of teaching narrative text writing in elementary schools. This study offers a new contribution by examining the simultaneous role of the Discovery Learning model and digital media in improving students' narrative writing skills as an innovative effort for teachers to develop meaningful, task-oriented, and outcome-focused learning processes. Most previous studies have focused on applying either a single method or a single medium, without integrating both. In addition, this research is also relevant in the context of education in the digital era, which demands the integration of technology in learning – particularly in the global transition from the Industrial Revolution 4.0 to 5.0 – while maintaining competent and existing aspects in the field of education. This study is expected to provide teachers with a more innovative alternative learning model for teaching writing skills, especially at the elementary school level.

Based on this background, the purpose of this study is to describe the planning, implementation, obstacles, and solutions in teaching narrative text writing using the Discovery Learning model and digital media for fifth-grade students at SDN 01 Wonosari, Gondangrejo, Karanganyar in the 2024/2025 academic year. This study explores how teachers plan and carry out narrative text writing lessons using this model, as well as describing the challenges encountered and the solutions applied during the learning process.

METHODS

Type and Design

This study employs a qualitative descriptive method to gain an in-depth understanding of the implementation of the Discovery Learning model with digital media in teaching narrative text writing to fifth-grade students at SDN 01 Wonosari Gondangrejo Karanganyar. The qualitative descriptive method was chosen because it allows for a natural and detailed depiction of the learning process without manipulating any variables, thereby portraying participants' experiences and perspectives directly (Soelistianto et al., 2024). This approach is considered appropriate for exploring contextual and complex learning processes, particularly

in terms of the interaction between the learning model, digital media, and students' writing skills (Sugiyono, 2022). The study focuses on the process of implementing the Discovery Learning model alongside the use of digital media to develop students' ability to write narrative texts creatively and meaningfully.

Data and Data Sources

The research data consists of information on the planning, implementation, obstacles, and solutions in Discovery Learning instruction, the use of digital media in narrative text writing, as well as teachers' views on the challenges, opportunities, and benefits of the model. The data sources in this study include informants (teachers and students), learning documents (teaching modules and digital media tools such as instructional videos, mind mapping applications, YouTube articles, and devices such as smartphones and tablets), and learning activities.

Data collection technique

Data collection was carried out through three main techniques: observation, semi-structured interviews, and document analysis. Observations were conducted during the learning process to monitor the implementation of the Discovery Learning model and the use of digital media in narrative text writing, by recording teacher activities as well as student interactions in the classroom. Interviews were conducted with teachers to explore the planning, implementation, challenges, solutions, and strategies for applying the model, and with students to gain their perspectives on the digital media used. Document analysis covered students' written works, teaching materials, and assessment results to trace the development of writing skills and the impact of the learning process.

The sample was selected purposively, consisting of fifth-grade students directly involved in the learning process using the Discovery Learning model and digital media, as well as the fifth-grade teacher implementing it. The sampled data included aspects of planning, implementation, students' written outputs, classroom interactions, challenges faced, solutions applied, and responses from interviews. Data validity was ensured through source triangulation and method triangulation by comparing information from various sources and examining the same data through observation, interviews, and document analysis (Moleong, 2019)

Data analysis

The data analysis technique employed the interactive model of Miles and Huberman, which consists of three main stages: data reduction, data display, and conclusion drawing/verification. In the data reduction stage, the information collected was filtered and focused on aspects relevant to the implementation of the Discovery Learning model and the use of digital media in teaching narrative text writing. Next, the reduced data was presented in the form of descriptive narratives to facilitate understanding of emerging patterns. The final stage was conclusion drawing and verification, in which the researcher interpreted the data comprehensively to formulate the research findings. This process was carried out continuously by reviewing the existing data to ensure that the conclusions reached were valid, consistent, and accountable.

RESULTS AND DISCUSSION

Lesson Planning for Narrative Text Writing Using the Discovery Learning Model and Digital Media

The narrative text writing lesson plan at SDN 01 Wonosari using the Discovery Learning model was designed to provide students with the opportunity to explore and discover writing concepts independently. The teacher developed learning steps that lead to discovery, where students not only receive information but also actively engage in the learning process. Based on interviews with the fifth-grade teacher, the first step in planning was selecting themes that would interest students so they would be motivated to write. This shows that the teacher considers students' interests as an important factor in capturing their attention during the learning process. Relevant themes are expected to spark students' curiosity and encourage them to be more actively involved in writing.

In the planning stage, the teacher prepared digital media such as instructional videos, mind mapping applications, and collaborative platforms to enrich the learning experience and help students design their ideas before writing narrative texts. The teacher also prepared structured assignments, including creating writing outlines, so that students could organize their ideas logically and follow a systematic storyline according to the narrative text structure—orientation, complication, and resolution. The learning platforms used were selected based on ease of access through simple devices such as smartphones and tablets, allowing all students to participate actively despite technological limitations.

The planning of the evaluation procedures for narrative text writing learning based on Discovery Learning and digital media includes several stages of both formative and summative assessments. The evaluation procedure for narrative text writing based on the Discovery Learning model and digital media includes several stages of both formative and summative assessment. The evaluation is conducted step-by-step, beginning with an assessment of students' understanding in identifying the structure of narrative texts (orientation, complication, resolution), followed by an assessment of the writing outline prepared before the actual writing process. The teacher establishes an assessment rubric covering aspects such as idea integration, cohesion and coherence between paragraphs, language use, and creativity in storytelling. Assessment is applied not only to the final written product but also to the process of idea development and revision, so that students receive continuous feedback to support their progress. A portfolio-based assessment is used to document each stage of students' work, enabling a comprehensive review of their writing skill development. This approach positions evaluation as a tool for fostering more directed critical thinking and writing skills throughout the learning process.

The teacher plans to provide systematic feedback, reflection sessions, and technology training to support student readiness. Feedback is given after each stage of writing to help students improve the structure and language use in their texts. Reflection sessions are conducted so that students can evaluate their own learning process and recognize the difficulties they face, thereby promoting metacognitive awareness. The teacher also prepares brief technology training to ensure students understand how to use the applications and digital media utilized during the learning process. Below is a table describing the key aspects in planning narrative text writing instruction using the Discovery Learning model and digital media.

The narrative text learning plan is structured around key components. These components consist of learning objectives, theme selection, use of digital media, preparation of writing outlines, learning strategies, evaluation, feedback, reflection, and technology training. The learning objectives are designed so that students can write complete narrative texts with proper structure and ideas developed through independent exploration. The teacher selects engaging themes to motivate students and utilizes digital media such as instructional videos, mind mapping applications, and collaborative platforms to support the planning and writing process. Before writing, students are asked to prepare an outline so that their ideas are arranged systematically. The learning strategy follows the steps of Discovery Learning, from stimulation to generalization. Evaluation is carried out gradually through formative and summative assessments using rubrics and portfolios. Structured feedback is provided to help students improve their writing, while reflection sessions are conducted to foster awareness of the learning process. In addition, technology training is also prepared so that students can optimally use digital media during the learning process.

Implementation of Narrative Text Writing Learning Using the Discovery Learning Model and Digital Media

The teacher implements the Discovery Learning model, which consists of six main phases: stimulation, problem formulation, data collection, data processing, verification, and generalization. Each stage is designed to guide students in independently understanding concepts while simultaneously developing their writing skills. This model was chosen to encourage students' active participation in exploring, building understanding, and developing writing skills independently but in a structured manner. Each phase is integrated with the use of digital media to create an interactive and contextual learning environment.

Stimulation Phase. The implementation of narrative text writing learning at SDN 01 Wonosari, Gondangrejo, Karanganyar begins with the use of a video as an introduction to present the characteristics of narrative texts to students. The teacher explains that the video is used so that students can better understand the characteristics of narrative texts through clearer examples. Observations show that the video presents examples of narrative texts relevant to the theme students will write about. Through this digital media, students gain a clearer picture of the elements of narrative text, such as orientation, complication, and resolution. Documentation of learning materials also shows that the videos and digital articles used are designed to help students understand the structure of narrative texts. This approach appears effective in capturing students' attention at the start of the lesson. Several students stated that the video was very helpful in understanding how to write narratives because they could directly see the form of a narrative text.

Problem Formulation Stage. After presenting the video, the teacher continued the lesson by providing students with access to read articles or watch more in-depth videos about the topic that would serve as the basis for their writing. The teacher explained that giving access to these articles or videos aimed to enrich students' knowledge before writing. Observations showed that students were very enthusiastic about reading the articles and watching the videos provided, enabling them to gather more ideas before starting to write. Documentation indicated that the selected articles were relevant and contained information that could deepen

students' understanding of the topic they would write about. Several students expressed that reading these articles gave them many new ideas for the stories they planned to write.

Data Collection Stage. Students were divided into small groups to discuss ideas that would be developed into their narrative texts. The teacher explained that these group discussions were intended to help students formulate their stories by providing feedback to each other. Observations revealed that interactions among students during the discussions were highly active, with them exchanging ideas and giving feedback on the stories they were drafting. Documentation of the discussion results showed that each group was able to create a clearer and more structured story outline. Several students stated that group discussions were very helpful because they could give each other suggestions, making their stories better.

Data Processing Stage. One of the methods used in planning narrative texts was the use of digital applications such as mind mapping. The teacher explained that this application helps students design their ideas in a more structured and visual way, making them easier to follow. Observations showed that students used the application to arrange their storylines before starting to write. Documentation indicated that students felt greatly assisted by the use of this application because it allowed them to organize their ideas more systematically. Several students also stated that the mind mapping application helped them arrange ideas more clearly and provided an overall picture of the story before they began writing.

Verification Stage. The teacher actively monitored the progress of students' writing by providing direct guidance, aimed at helping them overcome difficulties and improve weaker parts of their work. This approach made students feel more confident because they received clear and targeted feedback. Each group was given the opportunity to present their stories in front of the class, either orally or with the aid of simple media. These presentation activities encouraged peer evaluation, where students gave feedback to each other, enriching the learning process and strengthening communication skills. The feedback provided during the presentations was noted by the teacher and used as material for group reflection.

Generalization Stage. The teacher asked students to revise their writing based on the feedback that had been provided. The teacher explained that this revision aimed to improve the quality of the students' work before the final submission. Observations showed that students enthusiastically corrected their writing according to the suggestions given by the teacher. Documentation indicated significant changes in students' work after the revision process, demonstrating that this stage was essential in enhancing the quality of their narrative texts. Several students stated that after revising, their writing became much better and they could clearly see the significant improvements in quality.

Narrative text writing learning at SDN 01 Wonosari applied the Discovery Learning model based on digital media to encourage active student engagement in understanding the structure and elements of narratives. Students were guided to explore materials through instructional videos, digital articles, group discussions, and applications such as mind mapping to structure their ideas systematically. Each learning stage was designed to gradually and deeply develop writing skills. The teacher also played an active role in guiding and providing feedback so that students could revise and improve the quality of their work.

The stages in implementing narrative text writing lessons using the Discovery Learning model based on digital media begin with introducing the material through educational videos

to help students understand the characteristics of narrative texts. Next, students are given access to additional articles or videos as information sources to broaden their knowledge before starting to write. In the group discussion stage, students have the opportunity to share ideas and collaboratively create story outlines with their peers. This process is supported by the use of mind mapping applications, which help them structure their storylines more systematically.

After the planning stage is complete, students begin writing their narrative text drafts, while the teacher provides direct guidance and suggestions for improving their writing. The final stage of the lesson is revision and refinement, where students are asked to review their work based on the feedback given by the teacher. By following these stages, students are expected to improve their writing skills in both story structure and language use in narrative texts.

Challenges in Narrative Text Writing Learning Using the Discovery Learning Model and Digital Media

One of the main challenges faced in this learning process is the varying levels of students' technological proficiency. Not all students have adequate devices to access digital media such as learning applications or introductory videos. Some students reported that their devices were incompatible with the applications used in class, causing them to fall behind in the learning process. This disparity in access hinders the implementation of digital learning, which is ideally meant to be inclusive.

The time available for learning also poses a significant challenge. The teacher noted that using media such as videos, writing-support applications, and exploratory activities in Discovery Learning requires a longer duration. However, the time allocated for a single learning session is not always sufficient to carry out all the stages optimally. As a result, students often feel rushed and do not have enough time to revise or refine their writing.

Another challenge that emerged was students' difficulty in developing ideas and creating a systematic story outline. Although the Discovery Learning model is designed to stimulate critical and independent thinking, some students became confused when trying to weave ideas into a complete story. They struggled to determine the narrative text structure—such as orientation, complication, and resolution—accurately. This was evident from observations and documentation, which showed that many students were still unable to create a logical and coherent storyline.

The unstructured use of digital media—without clear guidance, adequate supervision, and usage limits aligned with learning objectives—also hindered the learning process. When students were given full freedom to use digital devices, some were tempted to open entertainment applications such as games or social media. As a result, their focus on writing activities decreased. The teacher noted that students' concentration tended to weaken when device usage was not accompanied by strict control. This situation shows that digital learning requires not only devices and content but also disciplined and structured classroom management to ensure the learning process remains optimal. Without clear guidance and supervision, some students tend to use digital devices for activities outside of their learning goals, such as playing games or accessing social media. This confirms previous research that suggests the effectiveness of digital learning depends heavily on classroom management, device usage rules, and clarity of learning objectives (Rasheed et al., 2020).

Solutions in Narrative Text Writing Learning Using the Discovery Learning Model and Digital Media

To address technological access issues, the teacher collaborated with the school to provide loan devices for students in need. Several tablets or computers were made available so that students without their own devices could still fully participate in the lessons. This approach helped create equity in technological access, and documentation showed that students felt more confident when they could use devices suited to their learning needs.

To overcome time constraints, the teacher implemented a policy of flexibility in completing assignments. Students were given additional time outside of regular class hours to finish their narrative writing tasks. In addition, the teacher streamlined certain stages to be more efficient without reducing the essence of the Discovery Learning model. With this more flexible time management, students could compose and revise their writing more calmly and thoroughly.

To address difficulties in idea development, the teacher provided direct guidance and used tools such as mind mapping. This method allowed students to visualize their ideas and design a story structure before starting to write. The teacher also encouraged small-group discussions so that students could exchange ideas and receive feedback. This effort proved effective in helping students who struggled with organizing storylines, as reflected in the improvement of the quality of their story outlines.

In addressing the challenge of unfocused digital media use, the teacher established strict rules regarding device usage during lessons. Supervision was carried out periodically, and students were reminded to stay focused on the learning material. The teacher also integrated interactive and engaging learning media to channel students' interest toward writing activities. This approach not only increased student engagement but also fostered a sense of responsibility in using technology productively throughout the learning process. This finding aligns with Rasheed et al. (2020) who stated that the success of digital learning is greatly influenced by structured classroom management and consistent control of technology use.

One of the main challenges was the varying technological abilities of students – some struggled to access applications or platforms due to device limitations – which was resolved by providing loan devices from the school. Time constraints in lessons also posed a challenge, as digital media use required longer durations. The teacher addressed this by offering flexible time arrangements, such as allowing assignments to be completed outside class hours or adding special extended time. Students' difficulties in developing ideas and structuring outlines were tackled through teacher guidance, additional training in outline creation, and the use of mind mapping applications to help visualize ideas. To overcome loss of focus caused by the appeal of digital media such as games, the teacher implemented stricter supervision and regular reminders to ensure students remained concentrated during the learning process.

Discussion

The planning and implementation of the digital media-based Discovery Learning model in narrative writing instruction at SDN 01 Wonosari were designed to encourage students' active engagement in building story ideas through independent exploration and concept discovery before beginning to write. This model has been proven to enhance students' critical and systematic thinking skills, as emphasized by Anggraini (2020), Lieung (2019),

Brown (2008), and Nugrahani et al. (2019). Students actively engaged in exploring digital information, designing storylines, and composing logical and structured narratives, supported by teacher guidance at every stage of the process. This learning strategy fosters independent learning and strengthens students' thinking and language skills. These activities demonstrate that success in writing depends not only on language proficiency but also on a learning approach that encourages deep thinking processes.

The selection of contextual themes in the learning process helps increase student engagement and motivation. Ayob (2017) stated that engaging teaching materials can enhance students' understanding and participation in the learning process. Themes that are close to students' daily lives make it easier for them to explore their experiences and turn them into narratives. Harla et al. (2023) added that the implementation of Discovery Learning can improve students' communication skills through interactive activities. This highlights the importance of planning relevant materials to support the success of writing instruction.

The use of digital media in narrative text learning has a significant impact on students' ability to plan and organize ideas systematically. Anggita et al. (2022) emphasized that teachers' digital literacy is crucial in supporting children's cognitive abilities through appropriate media. The use of applications such as mind mapping helps students organize storylines more easily and systematically. Pratiwi et al. (2024) stated that the introduction of local characters through digital media can enhance cultural literacy and student engagement. Technological support thus becomes an important tool in ensuring the success of narrative writing.

The application of digital tools such as Google Sites and other platforms provides convenience for teachers in delivering materials and for students in expressing their ideas. Wahyudi et al. (2023) showed that using Google Sites in Indonesian language learning can increase students' learning motivation. Kurniawan et al. (2024) also emphasized that a multicultural-oriented digital approach can enrich students' narrative exploration. This ability demonstrates that digital media not only assists in technical aspects but also broadens students' perspectives in selecting and developing narrative topics (Hadiyanti, 2021).

The writing learning process is also supported by the provision of constructive feedback from the teacher at each stage of writing. Harla et al. (2023) noted that feedback can significantly improve the quality of students' written work. Damşa et al. (2021), in an international context, highlighted the importance of continuous feedback as part of the skills development process. At SDN 01 Wonosari, students receive ongoing guidance from idea planning to the final revision of their writing. This guidance is essential in building students' confidence in writing.

Students' readiness to use digital technology is a primary concern for teachers when integrating learning media. Bawadi et al. (2023) emphasized that students' technical readiness plays a major role in the success of technology-based learning. Teachers at SDN 01 Wonosari provide brief training on the use of applications so that students can follow the lessons effectively. Pratiwi et al. (2024) added that mentoring students with technological limitations is necessary to avoid learning gaps. In this regard, the teacher's role as a facilitator and motivator is highly important.

To address obstacles such as limited access to digital devices, teachers implement practical solutions by lending school facilities. Karimah et al. (2023) stated that using platforms accessible through simple devices is an appropriate solution in the context of technological constraints. Ramli et al. (2022) also stressed the importance of empowering technology in schools to face the challenges of education in the digital era. This strategy ensures that all students can actively participate in the learning process without being hindered by technical issues. School and teacher support is crucial in overcoming such obstacles.

The quality of students' narratives becomes more structured and coherent after training in using media and idea-planning strategies such as mind mapping. This method helps students understand narrative structure and build a logical storyline (Taukit et al., 2023; Didipu, 2019). The use of visual media also makes it easier for students to imagine the sequence of events they will write and to connect ideas cohesively. In addition, students' digital literacy skills develop through the use of interactive learning media that support thinking processes and text composition. Digital media contributes to the effectiveness of Indonesian language learning and the enhancement of students' language skills, including critical and creative thinking abilities (Alviana Metasari & Nur Amalia, 2024; Sofian Abdulatif, 2023; Suryanti et al., 2024; Nugrahani & Yuli, 2023).

CONCLUSION

The research findings indicate that lesson planning involves selecting engaging themes, utilizing digital media, and implementing systematic evaluation and feedback. The learning process was carried out effectively, with students actively engaged in exploring materials through digital media, and teachers facilitating the process in accordance with the Discovery Learning model. Challenges encountered included differences in students' technological proficiency, limited instructional time, and difficulties in developing ideas and structuring writing outlines. Solutions implemented to address these challenges included providing technical training for students, offering flexible time for task completion, and giving additional guidance in generating ideas and organizing writing. Thus, the application of the Discovery Learning model based on digital media can enhance students' narrative writing skills, although greater attention is needed to technological readiness and time management in the learning process.

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